







Reading	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Marvellous Me! Glow in the Dark Supertato Growing Up Once Upon a Time Wild Things	Fairy Tales With a Twist! London's Burning Pirates Ahoy! Upside! Downside! What a Wonderful World Amazing Animals	Stand Out Art Titanic To Infinity and Beyond We're Going on an Adventure Wonderland Journey	A History of Everything Festivals of Light Horrible Humans Mountaineering for Beginners The Romans Let's Stick to the Nuts and Bolts	A Midsummer Night's Dream Ancient Egyptians Journey to the Amazon Natural Disasters The Vikings	It's All Greek to Me! Earth and Beyond Mayan Adventures	The Tempest A Christmas Carol WW2 London
Guided Reading Books:	See long term overview (too many to list here)	See long term overview (too many to list here)	See long term overview (too many to list here)	Stone Age Boy Pebble In My Pocket Prince of Fire (Diwali Story) George's Marvellous Medicine The Abominables Escape From Pompeii The Iron Man The Wild Robot	A Midsummer Night's Dream The Mystery of the Egyptian Scroll The Explorer Hurricane/ Flood Arthur and the Golden Rope	The Iliad and the Odyssey The Northern Lights The Hero Twins Rain Player Middleworld	The Tempest A Christmas Carol Once The London Eye Mystery
Decoding Children should:	Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT) Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT) Read some taught common exception/ high frequency and familiar words. (LIT) Read sentences made up of words with taught sounds and common exception words. (LIT)	Apply phonic knowledge to decode words. Read aloud phonically-decodable texts. Re-read books to build fluency and confidence. Read simple sentences and understand the meaning including what a pronoun is (extra) Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes. Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) Read polysyllabic words containing taught GPCs. Read common suffixes (-s, -es, -ing, -ed, -er and -est) Read contractions and understand that the apostrophe represents the omitted letter(s) Read accurately by blending taught GPCs	Apply phonic decoding until automatic and reading is fluent. Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly) Re-read books to build up fluency and confidence in word reading. Note punctuation to read with appropriate expression. Read accurately by blending, including alternative sounds for graphemes. Read Year 2 common exception words, noting unusual correspondences. Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. Read polysyllabic words containing above graphemes. Read most words quickly & accurately without overt sounding and blending.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

		Develop some fluency and expression, pausing at full stops (extra)					
Range of reading Children should:	Read sentences made up of words with taught sounds and common exception words. (LIT) Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L) To use non-fiction books to develop new knowledge and vocabulary. (C&L)	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books.
Familiarity with texts Children should:	Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT) To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT) To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)	Recognise and join in with predictable phrases. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.
Word meanings and vocabulary  Children should:	Talk about elements of a topic using newly introduced vocabulary (C&L)	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read. Begin to use the context of sentences/known prefixes and suffixes to work out the meaning of new words.	Use dictionaries to check the meaning of words that they have read. Begin to use the context of sentences/known prefixes and suffixes to work out the meaning of new words. Begin to use thesauruses to extend vocabulary and make connections between known words and new words.	Use dictionaries to check the meaning of words that they have read. Use the context of sentences/known prefixes and suffixes to work out the meaning of new words. Begin to use thesauruses to extend vocabulary and make connections between known words and new words.	Use dictionaries to check the meaning of words that they have read. Use the context of sentences/known prefixes and suffixes to work out the meaning of new words. Use thesauruses to extend vocabulary and make connections between known words and new words.
Understanding, retrieval and summarising  Children should:	Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)	Draw on what they already know or on background information and vocabulary provided by the teacher. Be encouraged to link what they read or hear read to their own experiences.	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Ask questions to improve their understanding.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Ask questions to improve their understanding.

	Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	Check that the text makes sense to them as they read and correct inaccurate reading. Answer simple retrieval questions about a text and find evidence to support answers (Extra)	Make links between a current book and those already read. Check that the text makes sense to them as they read and correct inaccurate reading.	Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Inference  Children should:	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.
Prediction  Children should:	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied. Begin to draw upon knowledge of genre to make predictions.	Predict what might happen from details stated and implied. Draw upon knowledge of genre to make predictions.	Predict what might happen from details stated and implied. Draw upon knowledge of genre to make predictions. Begin to predict how character's decisions/circumstance could impact and change the plot.	Predict what might happen from details stated and implied. Draw upon knowledge of genre to make predictions. Predict how character's decisions/circumstance could impact and change the plot.
Authorial intent and reading as a writer  Children should:	Identify some favourite words.	Identify their favourite words and phrases.	Discuss their favourite words and phrases.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. Begin to discuss why certain language/structural/ presentational choices are made and what might happen if different choices were made.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. Discuss why certain language/structural/ presentational choices are made and what might happen if different choices were made.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. Evaluate and justify why certain language/structural/ presentational choices are made and what might happen if different choices were made.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. Evaluate and justify why certain language/structural/ presentational choices are made and what might happen if different choices were made.
Discussing reading, commenting upon and comparing content  Children should:	Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.	Participate in discussion about what is read to them by taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Make links between a current book and those already read.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. Begin to compare how different characters respond in situations (characters within the same story or characters from across different stories). Begin to discuss development of characters and comment	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. Begin to compare how different characters respond in situations (characters within the same story or characters from across different stories). Begin to discuss development of characters and comment	Recommend books that they have read to their peers and give reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Recommend books that they have read to their peers and give reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates.

	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.			upon how they change throughout the narrative. Begin to compare settings. Begin to make links and comparisons between a current book and those already read. Begin to identify their favourite books/ "good" books and consider why they enjoyed them.	upon how they change throughout the narrative. Begin to compare settings. Begin to make links and comparisons between a current book and those already read. Begin to recommend books to their peers and give reasons for their choices.	Compare how different characters respond in situations (characters within the same story or characters from across different stories). Discuss development of characters and comment upon how they change throughout the narrative. Compare settings and begin to discuss how a setting impacts the plots/characters. Make links and comparisons between a current book and those already read. Provide reasoned justifications for their views.	Compare how different characters respond in situations (characters within the same story or characters from across different stories). Discuss development of characters and comment upon how they change throughout the narrative. Compare settings and discuss how a setting impacts the plots/characters. Make links and comparisons between a current book and those already read. Provide reasoned justifications for their views.
Poetry and performance Children should:	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	Learn to appreciate rhymes and poems, and to recite some by heart. Recognise some rhyming poetry.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. Recognise that while some poetry rhymes, not all poems rhyme. Begin to recognise some different forms of poems. (simple shape/calligram poetry, alliterative tongue twisters, simple acrostic poems)	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation, volume and facial expressions to make the meaning clear. (Extra: actions, body language and sound effects) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry. (Examples: alliterative tongue twisters, more advanced shape/calligram poetry and acrostic poetry)	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation, volume and facial expressions to make the meaning clear. (Extra: actions, body language and sound effects) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some further different forms of poetry (Examples: kennings, sonnets, haikus, cinquain poems, free verse, narrative poetry)	Learn a wider range of increasingly advanced poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Recognise different forms of poetry.	Continue to learn a wider range of increasingly advanced poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Recognise different forms of poetry.
Non-fiction Children should:	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Begin to know and explain some differences between fiction and non-fiction books.	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. Know and explain some differences between fiction and non-fiction books.	Be introduced to non-fiction books that are structured in different ways. (Examples: non-chronological and chronological; fact files, instructions, explanations, autobiographies)	Continue to read non-fiction books that are structured in different ways. (Examples: non-chronological and chronological; fact files, instructions, explanations, autobiographies) Retrieve and record information from non-fiction texts. Begin to consider the difference between fact and opinion.	Continue to read non-fiction books that are structured in different ways. (Examples: non-chronological and chronological; fact files, instructions, explanations, autobiographies) Retrieve and record information from non-fiction texts. Begin to consider the difference between fact and opinion.	Read a wider range of non-fiction books. (non-chronological and chronological) Distinguish between statements of fact and opinion. Begin to consider how facts can be turned into opinions. Retrieve, record and present information from non-fiction texts.	Read a wider range of non-fiction books. (non-chronological and chronological) Distinguish between statements of fact and opinion. Begin to consider how facts can be turned into opinions. Retrieve, record and present information from non-fiction texts.